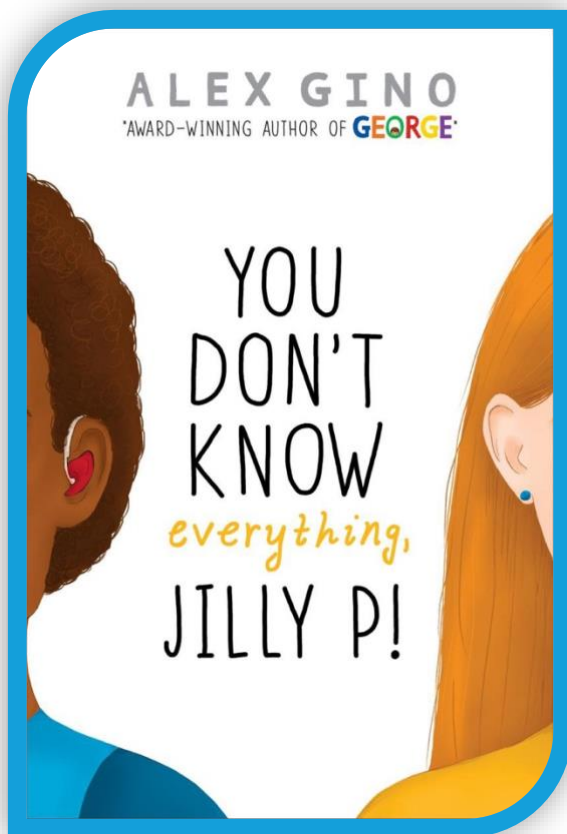




Book of the Month

Presented by ADL's Education Department

About the Book of the Month Parent/Family Discussion Guide: This collection of featured books is from Books Matter: The Best Kid Lit on Bias, Diversity and Social Justice. The books teach about bias and prejudice, promote respect for diversity, encourage social action and reinforce themes addressed in education programs of [A World of Difference® Institute](#), ADL's international anti-bias education and diversity training provider. For parents, guardians and family members, reading the books listed on this site with your children and integrating the concepts into your interactions with them is an excellent way to help children grapple with and learn about these important principles.



You Don't Know Everything, Jilly P!

Alex Gino (Author)

ISBN: 978-05459562537

Publisher: Scholastic Press

Year Published: 2020

Age Range: 8–12

Book Themes

People, Identity and Culture, Race and Racism, People with Disabilities, Privilege, Friendship

About the Book

Jilly thinks she's figured out how life works. But when her sister, Emma, is born deaf, she realizes how much she still has to learn. The world is going to treat Jilly, who is white and hearing, differently from Emma, just as it will treat them both differently

from their cousins who are Black. A big fantasy reader, Jilly makes a connection online with another fantasy fan, Derek, who is Deaf, Black and an ASL user. She goes to Derek for help with Emma. Jilly makes some mistakes...but comes to understand that it's up to her, not Derek, to figure out how to do better next time. Within a world where kids like Derek and Emma aren't assured the same freedom or safety as kids like Jilly, Jilly is starting to learn all the things she doesn't know—and by doing that, she's also working to discover how to support her family and her friends.

Conversation Starters

Whether you read the book along with your child or your child reads it on their own and you discuss it later, use these open-ended questions to deepen the conversation. Remember not to judge their responses and to listen thoughtfully and engage in a conversation that helps them expand upon their understanding of the book and its themes.

- What happens in the book?
- What do you think about Jilly when you first meet her, and how does she change throughout the book?
- What happens when Jilly and her family bring Emma to the audiologist? What are the reactions of different people in the family, and why?
- Why do you think Jilly decides to learn American Sign Language?
- Through Jilly's eyes, what examples of racism do you see in the book? What is her response to those incidents and what does she learn about racism throughout the book? What did you learn about racism?
- Jilly thinks to herself: "If Justin and Jamila (her cousins) aren't safe because they're Black, does that mean that Emma and I are safe because we're white?" How do you relate to this? Have you ever thought about this before?
- How does Jilly feel when Derek invites her and her family to an event for families with babies who are deaf? What is that like for them? What do they learn? What did you learn that you didn't know before?
- How did you feel when the book ended? What do you think will happen next?
- Why do you think the book is called *You Don't Know Everything, Jilly P!*?
- What causes Jilly to change in the book? What do you think is the author's message of the book?

Talking Points

Below are some important considerations that will make this a learning opportunity for your child and your family.

1. People with Disabilities

Talk with your child about one of the book's subjects, people with disabilities. Talk with your child about what it means to have a disability and define **disability** as a mental or physical condition that restricts an individual's ability to engage in one or more major life activities (e.g., seeing, hearing, speaking, walking, communicating, sensing, breathing, performing manual tasks, learning, working or caring for oneself). Talk about different kinds of disabilities, including hearing disabilities/deaf, visual disabilities/blind, learning disabilities such as dyslexia, spinal cord injuries and having to be in a wheelchair, loss of limbs (arms and legs) or the ability to use them, etc. In the book, Emma, Jilly's sister, is deaf. Discuss the many things that Jilly and her family learn about people who are deaf from Emma, Derek and others that they meet in the book. Talk about how Jilly and her family learn **American Sign Language (ASL)** which is a visual language that is expressed by movements of the hands, face and body. It is the language used by people who are deaf, hard of hearing and many hearing people as well. Discuss with your child why Emma, Jilly and her family learn ASL and why it was important to communicate with Emma in this way. You can also discuss why is it important that the family makes changes and adjusts for Emma, including learning more **deaf culture** (a set of

beliefs, behaviors, art, literary traditions, history, values, and shared institutions of communities that are influenced by deafness and which use sign languages as the main means of communication). Ask what they learned about ASL, what more they want to know and the different viewpoints about using ASL expressed in the book. Many young people find learning ASL fun and interesting and at the same time, remind them that ASL is a serious language for people who are deaf and should be taken as seriously as learning any language.

2. Race and Racism

In the book, Jilly P, who is white, and other characters of different races encounter various interactions and have reflections about race and racism. Talk with your child about examples of racism they see in the book (e.g., comments made by Gram and Mike at Thanksgiving and Christmas dinners, assumptions people make about Derek in the De La Court chat room, police shootings of Black people). Discuss experiences they have had with racism, either as a target (bias directed at them), bystander (seeing bias but not doing anything about it) or someone who engaged or participated in the racism. These experiences can take place in school, online, in the news, with friends, in stores, at home, etc. Talk with them about those experiences, exploring what happened, how they felt, what they or others did, what they learned and what they might do differently next time. Share your own experiences as well.

You can also talk about a specific quote in the book that addresses the difference between implicit and explicit racism. When Jilly and Aunt Alicia talk about the comments made at Thanksgiving dinner, Alicia says, "What Mike did was on purpose. What your Gram did wasn't. It's like the difference between stepping on someone's foot by mistake and kicking them. Only one is mean, but they both hurt." Talk about why Alicia uses this metaphor to describe the different racist comments. Explain/elicite that Alicia is saying they are different because one is on purpose and one is not on purpose, but they both hurt and cause harm, which should motivate people to consider their words very carefully, because they can cause harm no matter what the intention is.

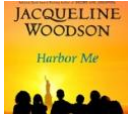
3. Privilege and Access

In the book, we see that Jilly reflects on the fact that she is hearing and white and how that gives her certain advantages that her sister, who is deaf, her cousins, who are Black, and her friend Derek, who is deaf and Black, do not get. Elicit/define **privilege** as advantages and benefits that some people have based on them being part of an identity group that has power in society (e.g., white people, people without disabilities, men, heterosexual people, etc.) compared to other identity groups; these benefits are not earned and are often hidden or invisible. Remind students about when Jilly thought to herself: "If Justin and Jamila (her cousins) aren't safe because they're Black, does that mean that Emma and I are safe because we're white?" Talk with your child about the places in the book where Jilly reflects on the privilege she has, such as the privilege not to talk about race/racism, the privilege to not worry about police interactions, the privilege that most people speak her language and use oral communication. Together, discuss the parts of your identity where you have privilege and those parts where you don't. Many people have aspects of their identity where they have privilege and parts where they lack privilege. Talk about what you can do about your privilege, such as, recognizing the privilege you have, talking with others in your identity group about that privilege and acting as an ally in situations where bias or discrimination is directed at others.

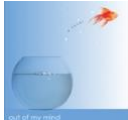
Other Books You May Like



El Deafo by Cece Bell, www.adl.org/education/educator-resources/childrens-literature/el-deafo



Harbor Me by Jacqueline Woodson, www.adl.org/education/educator-resources/childrens-literature/harbor-me



Out of My Mind by Sharon Draper, www.adl.org/education/educator-resources/childrens-literature/out-of-my-mind



Rules by Cynthia Lord, www.adl.org/education/educator-resources/childrens-literature/rules

ADL Additional Resources

The following are curriculum and resources on people, identity and culture, race and racism, and people with disabilities.

Curriculum Resources

Experiences with Race and Racism, www.adl.org/education/educator-resources/lesson-plans/experiences-with-race-and-racism.

Identity-Based Bullying, www.adl.org/education/educator-resources/lesson-plans/identity-based-bullying.

Understanding and Challenging Ableism, www.adl.org/education/educator-resources/lesson-plans/understanding-and-challenging-ableism.

Who Am I? Identity Poems, www.adl.org/education/educator-resources/lesson-plans/who-am-i-identity-poems.

Websites

6 Ways to Be an Ally

www.adl.org/education/resources/tools-and-strategies/6-ways-to-be-an-ally-en-espanol

Some simple things a student can do to be an ally to targets of name-calling and bullying. (Also in Spanish.)

Parent, Family and Caregiver Resources

www.adl.org/education/resources/tools-and-strategies/parent-family-and-caregiver-resources

Strategies, tips, guiding principles and resources to help parents, family members and caregivers impart values and principles to the children in their lives.

Race Talk: Engaging Young People in Conversations about Race and Racism

www.adl.org/education/resources/tools-and-strategies/race-talk-engaging-young-people-in-conversations-about

As a society, public conversations about race and racism have increased in volume and intensity. Here are some suggestions and strategies for having classroom conversations with young people about these issues.

Safe and Inclusive Schools for All

www.adl.org/education/resources/tools-and-strategies/safe-and-inclusive-schools-for-all

This resource provides information about how to promote a safe, respectful and inclusive school community.

Table Talk: Family Conversations about Current Events

www.adl.org/education/resources/tools-and-strategies/table-talk

Provides the tools parents and family members need to engage their families in conversations about important news stories and other timely discussions about societal and world events. Includes discussion guides containing a topic summary, questions to start the conversation and dig deeper, ideas for taking action and additional resources.

Children's Books

Below are links to lists of recommended anti-bias and multicultural books for the indicated category.

[Ability, Disability & Ableism](#)

[Race and Racism](#)